

This publication is designed to assist SES Candidates and should be a useful reference for executives and managers involved in SES candidate development. It also may be of interest to others who seek to improve their managerial and executive competencies.

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Individual Development Planning Guide for SES Candidates

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INDIVIDUAL DEVELOPMENT PLANNING GUIDE FOR SES CANDIDATES

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Introduction

Purpose of This Guide

The Individual Development Plan (IDP) is a key element in every Office of Personnel Management (OPM)-approved agency executive development program for Senior Executive Service (SES) candidates. The highly talented individuals selected for SES candidate development programs have proven ability, but varied experience. A standardized program will not meet all of their development needs. Rather, each candidate should have a program tailored to individual strengths, weaknesses and career objectives. This Guide is designed to assist candidates in preparing their IDPs.

The process for preparing a written IDP is of proven value in identifying developmental experiences which benefit both the candidate and the agency. The process has evolved from the collective executive and management development experience of private business and government. It provides the flexibility necessary to prepare future executives for the increasingly complex management environment accompanying technological growth and the challenge of accelerated change.

The SES candidate IDP covers the period of the formal executive development program. However, a new plan may be created at any point in a person's career to:

- take stock of accomplishments
- set objectives for strengthening and broadening experience
- increase competencies

The IDP process should be a valuable experience for SES candidates because it is an opportunity to:

- plan a developmental program compatible with Agency needs that also concentrates on an individual's total development requirements
- design a program which simulates the pressures, requirements, skills and expectations placed on senior executive managers
- acquire a breadth and depth of development experience not usually possible in the absence of a formal program
- permit SES candidates, through developmental assignments, to manage in what is essentially a self-testing, experiential and learning environment

Preparation of the Plan calls for data gathering and consultation with various individuals — the supervisor, senior advisor, executive development coordinator, agency Personnel and Training staffs, Executive Resources Board (ERB) members and ERB support staffs, as well as candidate peers and possibly selected SES members who can serve as role models. Many of these individuals will have support and advisory roles in developing, approving, monitoring and implementing the IDP. This booklet provides guidance on what to seek from these contacts at appropriate points.

In advance of preparing the first IDP draft, it will be useful for candidates to familiarize themselves with the following OPM-prepared reference materials; and to share them with their supervisors, senior advisors and others, as appropriate:

- **Developing Executive and Management Talent: A Guide to OPM Courses, Fellowships and Developmental Assignments (XD-3)**
- **FY (current) Schedule of OPM Courses for Executives & Managers (XD-3A)**
- **The Relationship Between an SES Candidate and a Senior Advisor/Mentor (XD-8)**
- **On Board: A Guide for Executive Resources Board Members (XD-9)**
- **Developmental Assignments: A Guide for SES Candidates (XD-13)**
- **A Guide to Executive Qualifications (XD-14) DRAFT**
- **Senior Executive Service and Mid Manager Job Profiles (March 1981), U.S. OPM, Office of Executive and Management Development, Research Team**
- **Senior Executive Service Competencies: A Superior Manager's Model (July 1981) U.S. OPM, Office of Executive and Management Development, Research Team**

These documents should be available through agency ERB support staff or executive development coordinators.

Executive Activity Areas and Competencies

Every job has identifiable competencies — skills, knowledge and requirements to exercise judgment. Many studies have been conducted to identify competencies characteristic of government executives. OPM, in support of its responsibilities to define competencies required for entry into the SES, has synthesized six Executive Activity Areas from contemporary executive competency research data. They are:

1. Integration of Internal and External Program/Policy Issues
2. Organizational Representation and Liaison
3. Direction and Guidance of Programs, Projects or Policy Development
4. Acquisition and Administration of Financial and Material Resources
5. Utilization of Human Resources
6. Analysis and Review of Implementation and Results

Demonstrated competence in the Executive Activity Areas is the basis for the Executive Resources Board decision to recommend the Qualifications Review Board certify the candidate's executive qualifications for initial career appointment to the SES.

The Executive Activity Areas are the linchpin in the SES candidate IDP process. They serve as the framework for organizing competencies identified as generally present in government executive work, regardless of the organizational, occupational or hierarchical location. These activities also are present in mid-level managerial work; but the emphasis, scope, perspective and level of contacts is different. In general, as one rises in the managerial hierarchy, issues addressed become more diverse, complex and broader in scope. Interpersonal contacts change in type and relative importance. Greater emphasis is placed on long term planning and evaluating the impact of programs and policies.

SES candidate programs focus on the transition to an executive role. A proper understanding of how executive work differs from mid-level managerial work will help candidates to plan appropriate developmental experiences in preparation for the changes which will be encountered. The program is an opportunity to strengthen and broaden competence in all Executive Activity Areas, building on past experience.

Appendix A provides definitions for each Executive Activity Area and illustrates the changes in competency emphasis from the mid-management to the executive level. For detailed discussion of cur-

rent research on the commonalities in executive work and similarities/differences between SES and middle management positions see: **Senior Executive Service and Mid Managers' Job Profiles** (March 1981) and **Senior Executive Service Competencies: A Superior Managers Model** (July 1981), both compiled from research conducted by the Office of Executive and Management Development research team.

Technical/Professional Competencies

Substantive knowledge of programs is important in executive work. SES members are expected to keep up-to-date with technical and professional developments and with state of the art knowledge required to assess the technical feasibility of program outcomes.

Functional or program expertise at the SES level, however, is used largely in conjunction with such management processes as planning, monitoring and evaluating. There is less involvement with day-to-day operations or performing technical/professional work. Furthermore, at the SES level there may be involvement with several technical/professional programmatic functions, whereas at the mid-management level the focus may be on a single function or program.

Each agency specifies the technical/professional competency and specific programmatic experience required for its SES positions. Most candidates already possess these skills and specialized knowledge. Occasionally, however, a candidate may want to expand competence in technical/professional areas because of agency special needs or the broader content of its executive level positions. In such instances, candidate developmental activities usually would be planned to provide exposure to the technical/professional areas within the context of an executive function. For example, a candidate desiring to broaden and update professional/technical knowledge might seek a developmental assignment involving long range planning in a new or emerging area of his or her professional field.

Basic Planning

The format of the IDP which candidates construct and submit to Executive Resources Boards for approval will vary from agency to agency. However, a basic pattern of information-gathering, analysis and decision-making should precede the construction of the IDP. This booklet provides a Worksheet, Appendix C, for documenting each key step. An illustrative IDP Form, Appendix D, and a model IDP Revision Form also are provided to record final developmental decisions and progress. These documents collectively provide space for recording all information which candidates will require to develop, submit for approvals, implement and complete the IDP.

The Worksheet is designed to help the candidate collect and analyze information needed to complete the IDP Form. The Worksheet also can be attached to the IDP Form as back-up documentation to illustrate statements made on the Form. Senior advisors and ERB support staff can advise candidates on whether the Worksheet should be attached to the IDP Form when it is submitted to the ERB.

Candidates may find a scratch pad useful for jotting down first impression responses before recording them on the Worksheet after reflection and editing. Worksheet space limitations, dictated by layout and printing considerations, may necessitate attaching additional pages for candidate responses. This is a certainty in the early IDP drafting stages and these notes should be retained by the candidate for use later to refresh the memory in the event an approved IDP requires updating and revision.

Candidates probably will find it advisable to photocopy the Worksheet to provide maximum flexibility for erasures, revisions and editing. Also, the finished Worksheet is likely to become a part of the formal IDP package submitted to the ERB for approval and it should be legible.

The Worksheet and the **Guide** are complementary. In addition to assisting candidates in their IDP research, the Worksheet is designed to illustrate this booklet's text. Reference to the Worksheet will be italicized in brackets, i.e. [*WS Column 3*].

The Worksheet provides space for:

- noting general career objectives *[WS Line B]*
- identifying target SES position(s) *[WS Line C]*
- listing the Executive Activity Area and other competencies for the target SES position(s) *[WS Column 1]*
- evaluating required competencies for the target position(s) *[WS Columns 2 and 3]*
- assessing the candidate's experience against the target position(s) competencies *[WS Column 4]*
- specifying developmental objectives *[WS Column 5]*
- selecting the type of developmental activity appropriate for meeting developmental objectives *[WS Column 6]*
- identifying alternative developmental activities to meet developmental objectives *[WS Column 7]*
- noting length, dates and cost estimates of possible developmental activities *[WS Column 8]*
- choosing activities to be included in the final IDP *[WS Column 9]*

The illustrative IDP Form complements the Worksheet. It provides a summary of final decisions reached via the worksheet process, a record of necessary approvals and space for tracking progress in completing planned activities.

Specifically the IDP Form documents:

- target position(s)
- developmental objectives
- developmental activities
- scheduled dates and cost estimates for planned activities
- necessary approvals
- periodic progress reviews and Plan revisions
- completion of Plan activities
- evaluation of Plan activities
- certification of successful completion of activities

Privacy Act Statement

The required Privacy Act Statement, Appendix B, has been prepared for use by all agencies and is to be provided to all SES candidates asked to complete the Worksheet, the IDP Form and IDP Revision Form. The statement has been written for use whether the Social Security Number of the individual is requested or not.

Targeting Competencies

Career Objectives

The starting point in IDP planning is for candidates to consider their career goals — short-term and long-term — over the next five years. In general, candidates should think about their strengths and weaknesses; the areas of work they like best and do best; and the type of position they prefer. From this reflection candidates should set general career objectives. Information from assessment centers and self-assessment instruments also may provide insight for setting career objectives [WS Line B].

Target Positions

The next step is to identify a target SES position or positions. Target positions are SES positions in the agency for which a candidate would be qualified and would like to be considered after completing the development program. They should fit with a candidate's longer term career objectives. The purpose of identifying a target SES position(s) is to insure the candidate focuses developmental activities on the actual responsibilities of the desired senior executive position(s).

The candidate's supervisor or senior advisor can provide needed information and insight for identifying possible target jobs. The candidate also should seek the following basic information from the Agency Personnel Office or Executive Resources Board support staff as a basis for identifying a target position(s) and, subsequently the required competencies:

- general information about organizational changes which might take place; which may be reflected in legislative initiatives, new programs, shifts in existing programs, budget trends and reorganization proposals
- the biennial projection of SES vacancies, or information as to types of SES positions for which the candidate should prepare
- if an agency has completed an analysis of its executive positions, the general areas of competency identified as important for agency SES positions
- the job descriptions for potential target positions
- the specific qualifications standards established for possible target positions
- the performance appraisal standards against which SES incumbents are measured in the targeted positions

It also may be helpful to reflect on the careers and traits of the most successful executives in an agency to identify what it is that makes these individuals superior performers. The Office of Executive and Management Development Research Team's **Senior Executive Service Competencies: A Superior Managers Model** (July 1981) is a useful reference.

After review and reflection, the candidate should decide on a target position(s) [WS Line C].

Executive Competencies for Position(s)

Having identified the target position(s), the candidate should proceed to analyze the executive competencies characteristic of the position(s) in the context of the six Executive Activity Areas. It will be useful to review position qualification requirements, job descriptions and position performance appraisal standards.

Competencies, as discussed earlier, fall into two general categories: executive/managerial and technical/professional. The higher priority, of course, is to consider the actual job content of the target position(s) in the context of the six Executive Activity Areas. General competency in these Areas will be the focal point of the candidate development program.

Illustrative executive competencies for each Executive Activity Area are listed on the IDP Worksheet. While the illustrative competencies generally are present in most government executive positions, the list is not all-inclusive. It should be tailored and built upon to reflect the individual candidate's projected executive responsibilities.

Candidates should modify the illustrative list of competency elements [WS Column 1] as necessary, striking or amending those which do not appear applicable to the target position(s) and adding others which are relevant. However, none of the executive activity areas should be modified or omitted. Competencies should be framed, whenever possible, in terms of specific Executive Activities which an incumbent must perform in the target SES position(s), rather than underlying abstract personal qualities and skills that enable the executive to perform specified activities [WS Column 1]. Underlying personal qualifications and skills may be used later in specifying developmental objectives for particular competencies [WS Column 5].

Technical/Professional Competencies

The second phase of evaluating the competencies present in the target position(s) is to consider any special technical/professional competencies required. Clearly the candidate IDP process is not oriented to fine tuning professional or technical competencies. Realistically, however, changing agency missions or imminent technological change and the broader scope of SES work may make it advisable in some instances for candidates to include professional or technical competency development in the IDP. The candidate should check

with the senior advisor and executive development coordinator on the desirability of planning to upgrade technical/professional competencies. Needed technical/professional competencies should be listed as an addendum to the Executive Activity Areas competencies [WS Column 1].

Evaluating Required Competencies

In any given job, the relative importance of competencies will vary from **required** or essential to **desired**, but not essential for the incumbent to perform successfully. Information gathered previously in the process of selecting a target position(s) should be helpful in identifying the relative importance of each competency. First, each **required** competency should be checked [WS Column 2]. Each of these competencies then should be evaluated on a scale of (1) High Importance to (3) Low Importance and the evaluation should be recorded on the Worksheet [WS Column 3]. The weight given each competency will be used later as a yardstick for candidate self-assessment and to establish development objectives. Before proceeding further, candidates should discuss the list of competencies and ratings with their senior advisor and executive development coordinator, modifying the list as needed.

Assessment of Candidate's Present Competency

By following earlier directions, the candidate should have matched the competency elements in the six Activity Areas to the SES target position(s) and compiled a profile of significant competencies for the targeted position(s), including special technical/professional competencies unique to these jobs. The next objective is to weigh the candidate's strengths and weaknesses against the competencies.

The assessment of individual strengths and weaknesses is a contemplative process. The candidate should find a quiet, secluded spot for this phase of the IDP. Turning to the Worksheet, the candidate should match his or her experience against the competencies previously checked as "Required" [WS Column 2]. This exercise requires the candidate to:

- rate the extent to which each "Required" competency has been acquired as **Full**, **Partial** or **Limited**

- explain how the competency was acquired; noting the position, assignment or other experience and dates

The candidate should move quickly through the designated competencies and make incisive, snap-value judgments against recollected past education, training, work experience and social experience. These first impressions should be followed by careful, candid and critical analytical review before they are entered on the Worksheet [WS Column 4].

Factors to be weighed in deciding the extent to which a competency has been acquired include consideration of such agency environment factors as: program retrenchment or expansion, technological change and exacerbated Executive, Legislative and Judicial Branch agency relationships. Changes of this nature which have occurred since the candidate's most recent experience in the competency area might indicate a developmental work need.

In addition, the differences which occur in activities as a candidate moves from a managerial to an executive role should be considered. Anticipated changes in focus may warrant an evaluation that a particular competency has not been fully acquired, despite lower level experience in that activity. Further development of such a competency might be desirable.

In the follow up review, the candidate may find it useful to write at length to explain and illustrate how individual competencies were mastered, using specific illustrations to bring into better perspective

the skills acquired through experience. Further editing and review of these recollections will likely result in revising some initial judgments. This exercise also should prepare the candidate to explain or even defend the assessments to the senior advisor, supervisor and executive development coordinator.

Candor is critical in this process. Assessment of individual deficiencies and competencies that require strengthening will be the framework for building a realistic development Plan. While basically a self-assessment exercise, candidates may want to consult their senior advisor and executive development coordinator on the availability of institutional assessment aids to supplement their judgment. Review of performance appraisals also may be helpful.

It will be useful for candidates to seek the views of their supervisor and senior advisor after initial self-assessment. Their assessments may differ from the candidate's on various competency judgments — which doesn't mean their views are more accurate. They simply can provide an added dimension — second and third opinions — for assessment decisions.

The final assessment comments entered on the Worksheet [WS Column 4] should be illustrative, but concise. Worksheet space limitations may require attaching supplementary pages to the Worksheet to explain how and when competency experience was acquired. This will be particularly true if two or more illustrations are used to substantiate assessment judgments for a given competency.

Setting Objectives

Setting Developmental Objectives

Establishing developmental objectives is the prelude to charting a schedule of planned developmental activities. Setting these objectives will require the candidate to make decisions on judgments recorded on the Worksheet to date [WS Columns 1, 2, 3 and 4]. To facilitate decision-making, candidates may wish at this point to color code earlier entries.

For example, circle with a blue pencil:

- all "Required" competencies [WS Column 2]
- all competencies rated "1" or "2" in importance [WS Column 3]
- all competency assessments rated acquired in "Full" [WS Column 4]

Circle with a red pencil:

- all competency assessments rated "Limited" or "Partial" [WS Column 4]
- all "Required" competencies rated "3" or "Low" in importance "3" in [WS Column 3]

This approach should provide the candidate a visual profile of the most important "Required" target position competencies circled in **blue** [WS Column 2], vis a vis the candidate's identified weaknesses circled in **red** [WS Column 4]. At a glance it should be obvious that matching blue markings in all columns indicate these competencies are not first priority developmental objectives.

Similarly, "Required" competencies marked in **red** [WS Column 2] as being of "Low" importance for the target positions should not be the basis initially for developmental objectives if the assessment entry [WS Column 4] is circled in **blue** to indicate acquired in "Full."

However, where **blue** markings [WS Columns 2, 3] are contrasted by **red** markings [WS Column 4] — these competencies should be selected as primary developmental objectives.

Some target position competencies circled in **red** to indicate "Low" importance [WS Column 3] will be matched by candidate assessments [WS Column 4] circled in **red** showing the candidate's competence is rated "Limited" or "Partial." These will be secondary developmental objectives.

The candidate should review next all initial judgments [WS Columns 2, 3 and 4], attempting to isolate specific knowledge, skills and personal qualities which should be acquired to strengthen and

sharpen competencies. Reference to notes made earlier in the assessment process also may be useful.

The identified knowledge, skills and personal qualities, as well as other areas of weakness isolated in the assessment process, should be incorporated into specific developmental objectives that address particular competencies. The objectives should not simply paraphrase the identified competencies. They should be stated so as to:

- define specific knowledge, skill, ability or personal quality that is to be acquired or strengthened
- specify the level and quality of development to be achieved
- state how and under what contemplated conditions the knowledge, skill or ability is to be used

After refinement and editing, the candidate should record the Developmental Objectives on the Worksheet [*WS Column 5*].

This process will enable the candidate to define the results he or she hopes to achieve from development. It will also provide a basis for selecting developmental activities and, on completion, for evaluating their effectiveness.

Selecting Activities

Developmental Constraints

Deciding on development activities to be undertaken for acquiring, upgrading, or polishing skills can be the most exciting and important aspect of the IDP process, short of successfully completing the Plan and obtaining Qualifications Review Board certification. It is also the most challenging phase because there are important constraints which the candidate must consider when selecting developmental activities.

The first constraint is scheduling. The candidate must establish and maintain a development schedule that is compatible with the supervisor's operational responsibilities. The supervisor should be asked to provide the candidate at the outset of IDP planning with a rough projection of time periods when it would be least disruptive to the organization for the candidate to be away from the job for developmental activities. This information will provide the candidate a variety of options for scheduling developmental activities, including two or more developmental work assignments lasting from one to three months.

There is an understandable temptation for the most cooperative supervisor to be reluctant to commit time away from the job for candidate developmental activities. The supervisor, however, should make every effort to accommodate reasonable candidate developmental proposals.

One management approach which supervisors may wish to consider is a unit-wide strategy of simultaneously devising development plans for all staff members. The objective is to craft separate indi-

vidual plans that mesh and create a master development plan or schedule for the entire work unit. This approach has the advantage of providing back-up assistance to minimize work disruptions while the candidate is away as well as creating developmental opportunities for other employees in the unit.

The second constraint facing the candidate is funding. The candidate must devise a plan which gains maximum benefits for the lowest dollar cost and within reasonable time limits. A ceiling estimate on funds available for developmental activities should be obtained from the executive development coordinator for planning purposes.

Thus, while it is the candidate's responsibility to devise a plan for achieving developmental objectives, the final product must relate to the total needs and operational realities of the work area. The SES candidate must balance desired breadth and depth of development with the agency's most immediate and compelling priorities.

Developmental Activity Alternatives

There are basically three approaches for acquiring or strengthening competencies:

- developmental work assignments, including details to other positions or a special set of duties for several months; special project participation within an agency or between agencies; assignments with professional private sector organizations; or special activities which create an identifiable product or result

- formal training, including courses and seminars
- accountable independent study

All three approaches should be considered in planning developmental activities. Each has advantages and disadvantages in terms of accomplishing particular objectives. Scheduling and budget constraints, too, are likely to motivate candidates to incorporate the three approaches in their plans. These alternatives are summarized in the accompanying boxes on Pages 11-14. Candidates should review developmental objectives [WS Column 5] and decide which alternative or combination of approaches is most appropriate for meeting separate or even multiple objectives. The approach selected for each objective should be noted on the Worksheet [WS Column 6].

Selecting Developmental Activities

Matching developmental objectives [WS Column 5] with the most feasible developmental activities for upgrading and sharpening executive competencies is a winnowing process.

As a first step, the candidate should record on the Worksheet [WS Column 7] the various scheduled activities which the agency has planned for its SES candidates. Planned agency activities will vary, but usually include such events as an orientation program, seminars with key agency executives, attendance at an OPM Executive Development Seminar and other similar activities. Candidates should contact their executive development coordinator for guidance on matching group activities to developmental objectives.

ACCOUNTABLE INDEPENDENT STUDY

A planned, disciplined independent study program is a low-cost approach for effectively sharpening, upgrading or acquiring a variety of competencies with minimum disruption of the candidate's normal work schedule. It also can supplement formal training or developmental work assignments.

Independent study is most appropriate for acquiring specific knowledge in a new area, updating professional or technical background, or studying and analyzing a special aspect of an agency's program which may be of interest to the candidate and the agency.

The first step is to establish realistic study objectives. The counsel of the senior advisor and individuals with special professional expertise can be helpful in suggesting attainable objectives and reading materials for accomplishing developmental goals. Professional organizations also may be of assistance in suggesting reading materials. Some of these groups may have guided independent study texts and workbooks that can be purchased

or borrowed. Government agency and public libraries are excellent resources, too. For some objectives, the best sources may include agency files.

Periodically the candidate should confer with the senior advisor and perhaps an individual having professional expertise in the study area being pursued. These conferences should provide the candidate opportunities to discuss issues, questions and other points associated with independent study readings. The sessions also may result in revising the reading curriculum to better meet the candidate's developmental needs.

In advance of discussion sessions, the candidate should take notes during reading periods and prepare short summaries with conclusions reached from reading book chapters or articles. These notes will be useful at the conclusion of the reading phase of accountable independent study when the candidate should prepare a written report or paper stating conclusions reached from independent study. This report should become a part of the completed IDP.

The second step calls for the candidate to review each objective. Then consider possible options for a Developmental Work Assignment, Training or Independent Study to accomplish the objectives [WS Column 7].

For example, if an objective is to acquire sufficient knowledge of the budget process to insure the likelihood that budget submissions will be approved at both the agency and Office of Management and

Budget (OMB) levels, then a developmental assignment might be a worthwhile approach. Developmental assignment options might be:

- assist in budget preparation in the agency's headquarters budget office and attend review meetings at OMB
- assist an OMB budget examiner in reviewing the budgets of other agencies

DEVELOPMENTAL WORK ASSIGNMENTS

The heart of the IDP is the developmental assignment. It provides the prospective executive an opportunity to learn by doing, to manage in a new environment where the newness can exaggerate the challenges and responsibilities of executive decision-making and managing.

An assignment may also provide opportunities to study the style, attitudes, values and personalities of key executives. It can be an opportunity to build personal rapport with the staff in a new organizational setting. And, it can enable the candidate to gain specific program knowledge or new skills.

Assignments might include "shadowing" a key executive; sitting-in or acting for an executive on leave; serving as a special assistant; heading a task force or special project; or working in a new field to acquire needed experience.

The length of a developmental work assignment can vary. Typically, candidates should strive for three assignments, with at least one lasting two to three months.

At least one assignment to another agency is advantageous because the magnitude of the work environment shift should be more conducive to learning — everything and everyone will be new. Change or newness, of course, doesn't necessarily mean better — but the opportunity to observe on the job how other agencies function or malfunction and their approaches to problems can provide an added and useful dimension to the learning experience.

It should be noted, large agencies with diverse missions and programs can provide a range of challenging developmental assignments for their candidates. Similarly, within most agencies a developmental assignment from a field location to headquarters — or vice versa — could be a positive cultural shock in itself, bringing about improved program and organizational effectiveness from an on-the-job appreciation of the pressures, constraints and problems facing the nebulous "them" in the field or at headquarters.

A meaningful developmental assignment generally is not easy to secure. First, the understanding and cooperation of the candidate's supervisor is required to minimize interruption of work flow during periods the candidate is not available to perform regularly assigned responsibilities.

Second, provision must be made for selecting a competent substitute and allocating time to train the replacement. The substitute can be a promising junior staff member within a unit who has earned the opportunity to demonstrate advancement potential or another SES candidate seeking a developmental work experience assignment as part of an IDP.

It is essential the candidate have identified objectives which he or she hopes to fulfill from the developmental work assignment. These objectives should be isolated in the IDP process through collaboration with the senior advisor and the supervisor.

When options for Developmental Work Assignments, Training or Independent Study are outlined, it may become clear a different approach would be better, or that a particular option could incorporate several objectives. Emphasis should be given to addressing the more important competencies (blue markings) in which the candidate's competency is "partial" or "minimal" (red markings). Secondary objectives then should be incorporated,

if possible. This analysis should produce a draft set of activities. The estimated cost should be calculated; a rough projection should be made of the hours required to complete each developmental option; and tentative and feasible dates should be recorded on the Worksheet [WS Column 8].

When this task is completed the candidate should review, rework, consolidate and determine the lim-

Finding a host organization to provide the opportunity for a meaningful developmental assignment generally will be the most difficult challenge. The candidate should seek guidance and suggestions from his or her senior advisor, supervisor, executive development coordinator and personnel professionals. Their professional and social contacts throughout the Federal government, other governmental entities and private industry should be utilized to identify possible assignments. It also may be useful to exchange ideas with other candidates within an agency or by collaborating with candidates from outside agencies through the good offices of the professional organization SCAN (Senior Executive Service Candidate Network). This consultation should be done early in the IDP planning process because of the lead time required to identify a potential host and to plan for an orderly transition for all concerned. A resume which includes the candidate's objectives also will be useful in the search process.

Another challenge facing candidates in identifying and securing a developmental work assignment is to make certain the prospective host agency supervisor understands the candidate's developmental objectives. It also must be understood by the candidate that planning a developmental work assignment is a negotiating process. What the candidate desires and what is feasible may fall short of a perfect match — and the candidate must be prepared to adapt preferred developmental work assignment goals to reality.

The prospective host supervisor must clearly understand that while it is fair to utilize construc-

tively the talents and special skills of a candidate for meeting host agency needs, the candidate must not be looked upon solely as an extra worker to expedite work flow. There must be a trade-off: the candidate is provided an opportunity to sharpen or upgrade skills in a given competency or competencies, while the host agency benefits from the specialized expertise and intellectual capacity of a highly talented and resourceful individual.

It is recommended that the candidate and the supervisor at the host agency put in writing the duties the candidate will be expected to perform during the developmental assignment, how performance will be appraised, the dates for the assignment and the developmental goals which the candidate hopes to achieve.

At the conclusion of a developmental work assignment, the candidate should be prepared to submit a written report that includes statements of pre-assignment developmental objectives, expectations, and an evaluation of the experience against these criteria. Obviously, if the assignment does not meet planned objectives, the candidate and his or her advisor must devise supplementary approaches. Equally true, any shortcomings of a developmental work experience should be apparent before the assignment is completed — and in some cases it may be desirable to consider terminating or modifying the assignment, if it can be accomplished gracefully.

For further guidance on developmental work assignments see OPM's booklet **Developmental Assignments: A Guide for SES Candidates (XD-13)**.

ited number of actual activities which can realistically be incorporated into the candidate development program. The options should be judged against a number of criteria, including:

- How well does it fit into the candidate's schedule?
- Is required money available for tuition, travel and per diem?
- What priority does the objective addressed have in relation to other objectives?
- Can it be combined with other activities so that several objectives can be met by a single assignment or formal training experience?

- What is the likelihood a desired assignment can actually be negotiated?
- Would it be personally satisfying?
- Could a lesser commitment of time and resources meet the objective?
- Is the activity sufficient to provide meaningful development to meet the objective?
- To what extent would it contribute to the candidate's long-term career objective?

Final decisions should be recorded on the Worksheet by checking [WS Column 9] the activities finally selected for inclusion in the IDP.

FORMAL TRAINING

Formal training can be a very effective approach for candidates to acquire or sharpen given competencies, particularly within a tight time frame. This approach is especially appropriate when the candidate seeks knowledge in a specific area, as contrasted to development of a skill. It can provide, too, creative opportunities — when carefully planned — to simultaneously strengthen an individual in several compatible competencies. And its effectiveness can be further enhanced when dovetailed to a developmental work experience where the candidate has the opportunity to practice in a work situation the knowledge gained in a structured learning environment.

Candidates should seek guidance from a variety of sources to decide which — if any — course offerings or seminars they should attend. The logical starting point in gathering information required to make informed judgments on the quality and cost/time of formal training is to consult the agency executive development coordinator or training personnel — after first becoming acquainted with various information sources on course offerings, such as **Developing Executive and Management Talent (XD-3)**, **FY (current) Schedule of OPM**

Courses for Executives & Managers (XD-3A) and similar reference materials or catalogues.

The candidate should determine the cost and the length of various formal training options, comparing alternatives to determine which offerings best meet developmental objectives and if possible gain an evaluation of a given course from individuals who have actually completed the training. The dates and course locations, as well as tuition, should be verified. Travel and per diem expenses are significant factors and the candidate will be working against a tight development budget.

One approach in gathering facts on training is to contact the sponsoring organization and candidly spell out training needs, following through with questions designed to elicit information required to make sound judgments on the reasonable likelihood of matching needs with course offerings.

Another source of good information on training opportunities should be other candidates, both within and outside the agency. Attending a meeting of Senior Executive Candidate Network (SCAN) also can provide an opportunity for candidates to exchange information on developmental training with peers.

Implementing the Plan

Preparing the IDP Form

Once candidates have reviewed and consolidated their tentative activities, they should have a feasible selection of developmental activities to meet developmental objectives. The objectives as finally specified should be transferred to the IDP Form, together with the developmental activities selected, their dates and the costs. Candidates should then consult with supervisors and senior advisors, negotiating and modifying the Plan to accommodate their suggestions.

The IDP as negotiated should be signed by the supervisor, senior advisor, the candidate and the executive development coordinator and submitted to the Executive Resources Board (ERB) for final review and approval. While it is likely the ERB will approve the IDP as submitted, it is not a certainty. The agency's most senior executives may suggest further modifications to the IDP before giving approval.

Implementation

Implementation is the final phase of the IDP process. It is the payoff for the long hours of analysis, weighing options, negotiating and decision making which went into the IDP.

Executive Resources Board (ERB) endorsement of the IDP signifies the candidate has funding and time commitments from the agency to proceed to implement the full developmental Plan. Equally important, the IDP represents a commitment by the

candidate to make the good faith effort required to complete the Individual Development Plan as approved.

The candidate must be proactive in working with the executive development coordinator to complete necessary arrangements for all activities. These will include:

- scheduling
- funding
- travel arrangements
- negotiating details of developmental assignments
- arranging with the supervisor to cover the candidate's regular responsibilities during periods of absence
- working out performance appraisal and other evaluation processes
- scheduling regular meetings with the senior advisor, and regular progress reviews
- defining what formal reports will be expected
- resolving other matters concerning the IDP

Unexpected events can require IDP changes. It may be necessary for the candidate to devise developmental substitutes. All substantive revisions

normally must be approved by the supervisor, senior advisor, the executive development coordinator and the Executive Resources Board.

The implementation process requires ongoing collaboration between the candidate and the senior advisor. The senior advisor's role is to help the candidate bring into perspective the challenges, successes and failures of different developmental experiences and to provide coaching, inspiration and leadership when needed.

The senior advisor should certify on the IDP Form the date the candidate completed each planned developmental activity and should evaluate the extent to which objectives were achieved. Usually the words "Fully," "Partially" or "Minimally" will suffice to indicate the candidate's performance. If the objectives were not fully achieved, the candidate and the senior advisor should discuss whether additional developmental activities should be planned.

Conclusion

While requirements will vary from agency to agency, all candidates should be prepared to submit final written reports to their ERBs recounting and evaluating the total candidate program experience.

Candidates may wish to keep a running developmental diary that would be the basis for a written summary on completing each activity. The summaries could include specific competency enhancement objectives, how a target competency was strengthened or why a planned developmental experience did not live up to expectations. Material from the candidate's performance standards and appraisal during a long developmental assignment could be incorporated, or might substitute for a separate summary.

For formal training, the summary might include an evaluation of the experience and the candidate's opinion of the appropriateness of the training for others. Accountable Independent Study summaries should be developed in collaboration with the senior advisor or other professional expert in the course of the study program.

The summaries will be helpful in drafting the final written report to be submitted by the candidate to the ERB on completion of the IDP. An added advantage is the summaries can serve as an early warning to the candidate and the senior advisor that it may be desirable to revise developmental plans when assignments do not meet expectations.

The final report should reflect how development experiences related to expectations, what new skills or knowledge were acquired and should include observations on the effectiveness of the IDP.

The implementation process will conclude on submission to the ERB of the IDP Form showing completion of planned development activities, signed by the supervisor, executive development coordinator and senior advisor, together with the final report prepared by the candidate at the conclusion of the program. The ERB will review the candidate's record of growth and accomplishments during the program and if satisfied that all activities were completed successfully, will recommend that the OPM Qualifications Review Board certify the candidate's executive qualifications for SES appointment. On certification, the candidate becomes eligible for appointment to the SES without further competition for a five-year period.

One final note

Candidates will complete their programs with a sense of accomplishment and growth. They also will complete the program with a great sense of unfinished business, a regret that more could not be accomplished during the developmental program, a new awareness of areas in which further personal growth would be desirable and a broadened sense of the possibilities of program improvements and better management.

Therefore, candidates should take time to begin thinking about developmental objectives for the next two years. They may set goals, look for activities and start drafting new individual development plans. All SES members are required to plan further development on a regular basis. A graduating candidate who begins planning anew is another step along the way to becoming an effective senior executive who will make significant contributions to improved management of the Federal government during a long and satisfying career.

EXECUTIVE ACTIVITY AREA DEFINITIONS, EXAMPLES, CHANGES IN EMPHASIS

Executive Activity Areas	Illustrative Examples	Emphasis Changes From the Mid-Management to the Executive Level
INTEGRATION OF INTERNAL AND EXTERNAL PROGRAM—POLICY ISSUES		
Seeing that key national and agencywide goals, priorities, values and other issues are considered in making decisions about programmatic-technical work of the organizational unit	Identifying and integrating key issues [e.g., political, economic, social, technological, organizational, public interest, clientele preferences] within and outside of the agency, relevant to the work of the organizational unit Working with and through the national policy making-implementation structure and processes [e.g. Presidential leadership and political positions, OMB oversight-directives, legislative procedures-processes, judicial review], and as relevant, other governmental jurisdictions and processes [e.g., State and local, other nations, international organizations]	<ul style="list-style-type: none"> • Increased interface with non-career executives • Greater emphasis on external issues and broad government processes • More concern with other agency programs and operations • Increased involvement with budgets • Greater need to consider political, economic and social conditions impacting the agency
ORGANIZATIONAL REPRESENTATION AND LIAISON		
Focuses upon the external communications aspects of executive positions, serving as a key representative-spokesperson for the organizational unit and/or agency and interunit/organization coordinator	Representing and speaking for the organizational unit and its work [e.g., presenting, explaining, selling, defending, negotiating] to persons and groups within and outside of the agency [e.g., agency heads and other political and career executives, OMB, Congressional members — staff, committees, the media, clientele groups, etc.]	<ul style="list-style-type: none"> • Wider array of contacts, including higher level agency officials, clientele of the agency, members of Congress and congressional staff, the media, other agency executives, international agency officials, state and local representatives and public interest groups

Executive Activity Areas	Illustrative Examples	Emphasis Changes From the Mid-Management to the Executive Level
DIRECTION AND GUIDANCE OF PROGRAMS, PROJECTS OR POLICY DEVELOPMENT	Establishing and maintaining working relationships with other agency units [e.g., other program areas and staff support functions] and external groups and organizations [e.g., other agencies and governments, Congress and clientele groups]	<ul style="list-style-type: none"> • More time spent in group settings • Greater emphasis in coordinating, integrating and representing during such contacts
	Working in groups and teams, conducting briefings and other meetings	
	Seeing that reports, memos and other documents reflect the position and work of the organizational unit	
	Direction and guidance for:	<ul style="list-style-type: none"> • Greater long range planning
	Planning processes and decisions; setting goals, objectives, and priorities; integrating short and longterm goals; identifying contingencies, strategies, resources needs	<ul style="list-style-type: none"> • Emphasis on general oversight and direction, rather than day-to-day operations • More policy and program formulation
ACQUISITION AND ADMINISTRATION OF FINANCIAL AND MATERIAL RESOURCES	Assessing program, policy, project feasibility	<ul style="list-style-type: none"> • Broader, longer term focus
	Setting effectiveness, efficiency and productivity standards	<ul style="list-style-type: none"> • More time on management issues than technical issues; technical/professional background is important in the context of management decisions
	Organizational structure and work	
	Managing the budgetary process — justifying, operating through organizational and congressional procedures, administering	<ul style="list-style-type: none"> • Resources support a larger program and organization
	Overseeing procurement-contracting procedures and processes	<ul style="list-style-type: none"> • Decisions have greater impact on the agency's mission accomplishment
Concerns activities and procedures related to obtaining and allocating the financial and material resources necessary to support the organizational unit	Directing-coordinating logistical operations	<ul style="list-style-type: none"> • More time spent justifying, defending and administering the budget

Executive Activity Areas	Illustrative Examples	Emphasis Changes From the Mid-Management to the Executive Level
UTILIZATION OF HUMAN RESOURCES		
Involves activities and processes for seeing that people are appropriately employed, dealt with fairly and equitably, and effectively and efficiently utilized	<p>Acquiring staff through appropriate staffing processes — workforce planning, recruitment and selection, including affirmative action and EEO</p> <p>Delegating work among subordinate groups and individuals</p> <p>Conducting performance appraisals and providing appropriate rewards and/or disciplinary actions</p> <p>Assessing individual capabilities and needs and providing coaching, counseling, and career development opportunities</p> <p>Resolving conflicts and attending to morale and organizational climate issues</p>	<ul style="list-style-type: none"> • Greater coordination of group efforts, and less time spent on direct supervision, although it continues to be very important • Less time spent on personnel and development issues, although these continue to be important

REVIEW OF IMPLEMENTATION AND RESULTS

The activities and procedures for seeing that programs and policies are being implemented as planned, and/or adjusted as necessary; and that the appropriate results are being achieved	<p>Monitoring work status through formal and informal means</p> <p>Diagnosing and consulting on problem areas relating to implementation and goal achievement</p> <p>Evaluating technical and non-technical program outcomes and impacts</p> <p>Assessing overall effectiveness, efficiency and productivity of the organizational unit</p>	<ul style="list-style-type: none"> • Review is from a broader perspective • Matters reviewed are broader in scope • Greater concern for impact, results • More concern for external issues and effects • Less emphasis on technical issues
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PRIVACY ACT STATEMENT

Section 3396 of title 5, U.S. Code, requires the establishment of programs for development of candidates for SES appointments and thus authorizes solicitation of this information. The information will be primarily used in establishing an appropriate individual development plan and in assessing your performance under that plan. The information may also be disclosed to other prospective employers or to quasi-judicial or judicial bodies in matters pending before such bodies.

Solicitation of your Social Security Number (SSN), when requested, is authorized by Executive Order 9397, which permits the use of the SSN as an identifier in personnel information systems. Furnishing your SSN, or any other data sought, is voluntary. However, failure to provide all requested information may result in an inaccurate assessment of your progress in a program and/or inaccurate evaluation of your executive qualifications for appointment to the SES.

Appendix C

Worksheet Instructions for Senior Executive Service Candidate Individual Development Planning

The Worksheet supplements **Individual Planning Guide for SES Candidates** (XD-11). It provides a structured framework for compiling and analyzing information needed to select appropriate developmental activities for the final Individual Development Plan.

- | | |
|----------|---|
| Line A | Candidate's Name, Social Security Number, Business Address and Business Phone |
| Line B | State type of work, level of responsibility and program preference(s) |
| Line C | Enter SES position or group of positions for which candidate is preparing |
| COLUMN 1 | <p>Target position(s) competencies should be listed. Competencies are: Knowledge, Skills or Abilities required for target position(s)</p> <ul style="list-style-type: none">— review the enumerated SES activity area competencies characteristic of all SES positions. Modify as appropriate for target position(s)— add any agency-specified executive/managerial competencies— record special technical/professional competencies unique to positions(s) |
| COLUMN 2 | Some competencies are required for satisfactory performance. Others are desirable, but not essential. Check each required competency. |

COLUMN 3	Some required competencies are more significant. Rate importance of each on a scale of 1 (high) to 3 (low).
COLUMN 4	Candidates usually have some competency in most of the required activities. Evaluate the degree of proficiency for each competency. Enter complete, partial, or minimal . Record position(s) held and dates when acquired.
COLUMN 5	Review all Worksheet entries. Decide competencies to be strengthened. Record developmental objectives for these competencies.
COLUMN 6	Record how each objective would be best accomplished: Developmental Assignment (DA), Formal Training (T) or Independent Study (I).
COLUMN 7	Enter activities scheduled for the agency SES candidate development group, placing them next to the appropriate competencies and/or objectives. Then, enter possible assignments, training courses and independent study costs that can help meet objectives. Review, rework and consolidate options as appropriate.
COLUMN 8	Enter dates — if known — beside information recorded in Column 8.
COLUMN 9	Evaluate Column 8 options vis a vis work schedule, relative person/agency benefits and other constraints. Now check activities to be entered on the formal agency IDP Form.

A	Name: _____	Social Security Number: _____
	Business Address: _____	Business Phone: _____

B	General Career Objectives: _____
----------	----------------------------------

Column 1	Column 2	Column 3	Column 4
	Required	Importance	Extent Acquired
ACTIVITY AREAS and Competencies Integration of Internal and External Program Policy Issues — responsiveness to general public and clientele groups — up-to-date with relevant social, political and economic developments — coordinating with other parts of the agency and other agencies as relevant — understanding the role of political leadership in the Administration and Congress — —			
Organizational Representation and Liaison — representing and speaking for the organizational work unit — explaining, advocating, defending and negotiating to individuals and groups within and outside the agency — establishing and maintaining working relationships with other agency units			

SES CANDIDATE INDIVIDUAL DEVELOPMENT PLAN (IDP) WORKSHEET

C Target Position(s):

[illegible]

Column 1	Column 2	Column 3	Column 4
ACTIVITY AREAS and Competencies	Required	Importance	Extent Acquired? How?
Organizational Representation Liaison—continued <ul style="list-style-type: none"> — seeing that reports, memos and other documents reflect program-policy objectives/decisions — working in groups, conducting meetings and briefings — — 			
Direction and Guidance of Program, Projects or Policy Development <ul style="list-style-type: none"> — planning: setting goals, objectives and priorities — integrating short and long term goals — identifying contingencies, strategies, resource needs — assessing program, policy, project feasibility — setting effectiveness, efficiency and productivity standards — organizing structure and work 			
Resource Acquisition and Administration <ul style="list-style-type: none"> — budgeting: preparation, justification, defense and administration — procurement and contracting — logistics — — 			

Column 1	Column 2	Column 3	Column 4
ACTIVITY AREAS and Competencies	Required	Importance	Extent Acquired? How?
Utilization of Human Resources			
- acquiring staff through appropriate processes			
- delegating work among subordinate groups, individuals			
- conducting performance appraisals and providing appropriate rewards and/or disciplinary actions			
- assessing individual capabilities and needs, providing coaching, counseling and career development			
- resolving conflicts and attending to morale and organizational climate issues			
-			
-			
Review of Implementation and Results			
- monitoring work status through formal and informal means			
- diagnosing and consulting on problem areas relating to implementation, goal achievement			
- evaluating technical and nontechnical program outcomes and impacts			
- assessing overall effectiveness, efficiency and productivity of the organizational unit			
-			
-			

Appendix D

SES CANDIDATE RECORD

A	Agency: _____ Dates of SES Candidate Program: _____ Date Candidate Selected for Program: _____ Name of Candidate: _____ Social Security Number: _____ Current Position (title, series, grade, organizational location): _____ _____ Office Address: _____ Phone: _____ Home Address: _____ Phone: _____
----------	---

B	Name of Senior Advisor: _____ Title of Senior Advisor: _____ Office Address: _____ Phone: _____
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C	Executive Resources Board Providing Oversight: _____ Name and Title of Executive Resources Board Chairperson: _____ Office Address: _____ Phone: _____
----------	--

IDP Approval, Review and Revision Actions	DATE OF ACTION (Notification or Approval)				
	Candidate	Supervisor	Executive Development Coordinator	Senior Advisor	Executive Resources Board Chairperson
IDP Approved					
IDP PROGRESS REVIEW					
IDP Revision Approved					
IDP PROGRESS REVIEW					
IDP Revision Approved					
IDP PROGRESS REVIEW					
IDP Revision Approved					

E	DATE OF ACTION (Notification or Approval)				
	Candidate	Supervisor	Executive Development Coordinator	Senior Advisor	Executive Resources Board Chairperson
Candidate Notified of Unsatisfactory Progress During Program					
Candidate Withdraws From the Program					

F	DATE OF ACTION (Notification or Approval)				
	Candidate	Supervisor	Executive Development Coordinator	Senior Advisor	Executive Resources Board Chairperson
All IDP Activities Completed Successfully					
Qualifications Review Board Certification Requested					
All IDP Activities Completed, but Certification is not Requested – Letter to Candidate Stating Reasons – Response Received – Letter and Response Forwarded to OPM					

G

Date of Qualifications Review Board Certification: _____

Placement After Completion of SES Candidate Program: _____

Date Selected for SES Position: _____

SES Position Title: _____

Organizational Location: _____

SF 1390s Sent to OPM

Notice of Selection for SES Candidate Program: _____

Notice of Withdrawal from Program: _____

Qualifications Review Board Certification Requested: _____

Change of Address: _____

Promotion to GS 15: _____

Permanent Change in Position During Program: _____

Notice of Selection for SES Position: _____

SES CANDIDATE INDIVIDUAL DEVELOPMENT PLAN (IDP)

Directions

The Individual Development Planning (IDP) Worksheet for Senior Executive Service Candidates (Appendix C) should be completed prior to documenting the IDP. The completed Plan should be submitted for formal approvals and may be used to record progress and any subsequent revisions that may be necessary.

- Line 1. Name of Candidate and Date the Plan is proposed
- Line 2. Target Position(s)
- Column 1. Enter Developmental Objectives Recorded on Worksheet *[WS Column 5]*. Care should be taken to match Objectives with Executive Activity Area and Technical/Professional competencies *[WS Column 1]*. Number each objective.
- Column 2. Enter Developmental Activities from Worksheet *[WS Column 7]*. Be specific. Indicate organization, host supervisor and length of assignment for Developmental Activities. Enter title, source, and location for Formal Training. List specific readings, planned conference discussions and professional expert who will advise candidate for Supervised Independent Study.
- Column 3. Scheduled dates for each activity.
- Column 4. Estimated direct costs to agency for each activity. Itemize travel, per diem and other specific expense.
- Column 5. Enter date each activity is completed.
- Column 6. Senior Advisor should note and initial whether Objectives for each Activity were accomplished: Successfully, Partially or Minimally.
- Column 7. If evaluation in Column 7 is Partially or Minimally, note whether the IDP was revised. Record minor IDP changes which did not require formal revision of the IDP.

APPROVALS

The appropriate responsible Agency officials should sign and date the IDP when it is approved.

SES CANDIDATE INDIVIDUAL DEVELOPMENT PLAN (IDP)

A	
	Name:

B	
	Social Security Number:

Social Security Number:

1	Developmental Objective
---	-------------------------

2	Developmental Activity
---	------------------------

Developmental Activity

EXECUTIVE/MANAGERIAL OBJECTIVES

**Integration of Internal and External
Program Policy Issues**

Organizational Representation and Liaison

**Direction and Guidance of Programs, Projects
or Policy Development**

1

Direction and Guidance of Programs, Projects or Policy Development

<div>C</div> <div>Target Positions:</div>	<div>D</div> <div>Date of IDP:</div>
---	--------------------------------------

<div>3</div> <div>Schedule of Dates</div>	<div>4</div> <div>Cost Estimates</div>	<div>5</div> <div>Date Completed</div>	<div>6</div> <div>Evaluation</div>	<div>7</div> <div>Remarks</div>

SES CANDIDATE INDIVIDUAL DEVELOPMENT PLAN (IDP)—continued

A

Name:

1

Developmental Objective

2

Developmental Activity

EXECUTIVE/MANAGERIAL OBJECTIVES

**Acquisition and Administration of Financial
and Material Resources**

Utilization of Human Resources

Review of Implementation and Results

--

3	4	5	6	7
Schedule of Dates	Cost Estimates	Date Completed	Evaluation	Remarks

SES CANDIDATE INDIVIDUAL DEVELOPMENT PLAN (IDP)—continued

A

Name: _____

1

Developmental Objective

2

Developmental Activity

TECHNICAL/PROFESSIONAL OBJECTIVES

E

APPROVALS

Candidate _____

Supervisor _____

Executive Development Coordinator _____

Senior Advisor _____

Executive Resources Board Chairperson _____

F

Revisions or Other Addendum Remarks:

--

3	4	5	6	7
Schedule of Dates	Cost Estimates	Date Completed	Evaluation	Remarks

DATES	REMARKS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<div>G</div>	CERTIFICATION OF SUCCESSFUL COMPLETION OF PLAN
<p>I certify that _____ has successfully completed all individual and group development activities of the SES Candidate Program. I recommend the Qualifications Review Board certify his/her qualifications for the Senior Executive Service.</p>	
<div style="display: flex; justify-content: space-around;"> <div> _____ (Signature of ERB Chairperson) </div> <div> _____ (Date) </div> </div>	

REVISIONS TO APPROVED INDIVIDUAL DEVELOPMENT PLANS

Directions

Major revisions to approved Individual Development Plans may be submitted for approvals on the IDP Revision Form as an addendum to the Plan.

Block D Enter date of the original IDP and the date the revision is proposed. Circle the Number of the proposed revision on the IDP Revision Form.

Column 7. Note whether the entry is an additional or revised objective and/or activity. State the reason for the change. If a revision, refer to the number of the objective and/or the activity on the original IDP which is being revised.

Follow directions accompanying the basic IDP Form for entries.

NOTE: The date of all IDP revisions should be recorded under "Remarks" on the basic IDP Form.

SES CANDIDATE INDIVIDUAL DEVELOPMENT PLAN (IDP) REVISION

A

Name:

B

Social Security Number:

1

Developmental Objective

2

Developmental Activity

E

REVISION APPROVED

(Candidate)

(Date)

(Supervisor)

(Date)

(Executive Development Coordinator)

(Date)

(Senior Advisor)

(Date)

(Executive Resources Board Chairperson)

(Date)

<div>C</div> Target Position(s):	<div>D</div> Date of IDP: Date of Revision: This is Revision: <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div>
----------------------------------	---

3	4	5	6	7
Schedule of Dates	Cost Estimates	Date Completed	Evaluation	Remarks

F

REMARKS

Office of Executive and Management Development
Workforce Effectiveness and Development Group
U.S. Office of Personnel Management
1900 E Street, N.W., Room 6671
Washington, D.C. 20415

(202) 632-4661